

MATHS FINAL TEST 4TH GRADE

SUBJECT: Mathematics	GRADE:	FG	G	T	1	2	3	4	DATE:
		5	6	7	8	9	10	11	
STUDENT:		TEACHER: Karen Newball / Jaime Gonzalez							
UNDERSTANDING GOAL: The student will analyze math situations that could have happened in their neighborhood, by making hypotheses and test them out using basic operations, measurement rules, or other math skills learned through the year, in order to understand the importance of mathematics in daily situations.									
FORMAL ASSESSMENT <input type="checkbox"/>		NON-FORMAL ASSESSMENT <input type="checkbox"/>							

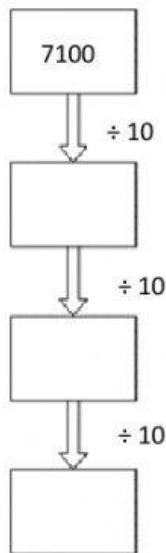
RUBRIC (Performance Levels for Formal Assessment).									
EVALUATION CRITERIA		YES	NO	SCORE					
1.	Goes through all steps learned in class to solve word problems.			TOTAL SCORE:					
2.	Answers properly by using numbers and units according to the given context.								
3.	Shows procedures and methods on spaces provided								
4.	Writes clear numbers and appropriate expressions to show answers.								
5.	Use math vocabulary to express his/her ideas			GENERAL SUGGESTIONS:					
6.	Speak in English during the class with teacher and classmates								

1. Complete the following (paper 1 – question 1)

A. $4560 + \boxed{\quad} = 7682$

B. $174 + \boxed{\quad} = 785$

2. Write the missing number in the box.



3. Andres rounds the following numbers.

Write yes in the box with the number that round to the nearest 100

(a). 3890: 3900 3800 3600 3700 3860

4. Complete the calculations (paper 1 question 15)

The answer is a multiple of 5

The answer is a multiple of 4

(a). $27 - \boxed{\quad} = \boxed{\quad}$ (b). $34 - \boxed{\quad} = \boxed{\quad}$

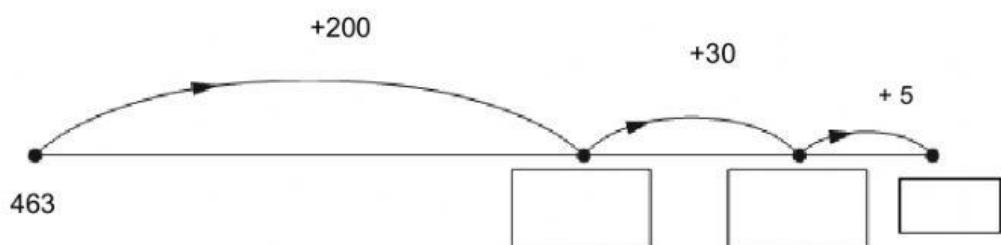
5. Complete the following statements. Show your work.

(a). Three numbers total 736. Two of the numbers are 246 and 54

What is the third number?

6. Maria Alejandra draws a number line to find the answer to the following number sentences:
Write the missing numbers in the boxes.

(a) $463 + 235$



7. Carol calculates 5×19 by multiplying by 20 and then adjusting.

$$5 \times 19 = 95$$

5×20	100
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Use her method to complete these calculations.

(a)

7×19	<input type="text"/>
7×20	<input type="text"/>

(b)

15×20	<input type="text"/>
15×21	<input type="text"/>

8. Complete these statements. (paper 1 – Question 4)

(a) Double 7.5 =

(c) Double 3.6 =

9. Write in the missing numbers. (paper 1 question 2)

(a)

$$\boxed{} + 0.9 = 1$$
$$1 - \boxed{} = 0.2$$

10. Tomas is thinking of a 3-digit **even** number.

It is bigger than 600 and smaller than 800

It is a multiple of 25

Write down a number that Tomas could be thinking of.

11. A farmer has 485 apples.

25 of them are bad

He packs the rest equally into 10 boxes

How many apples fit in each basket?



12. Write yes in the box of **all** the numbers that are factors of 14

1 2 3 5 7 4 6 12 13 14

13. A group of 56 students play either hockey or soccer.

- 12 girls play hockey.
- There are 28 girls altogether.
- 20 boys play soccer

Use this information to complete the table.

	Play hockey	Play soccer	total
Boys			
Girls			
Total			

14. Write the **same** digit in each box to make the statement correct.

(a)

$$\underline{\square + (\square \times \square)} = 4$$

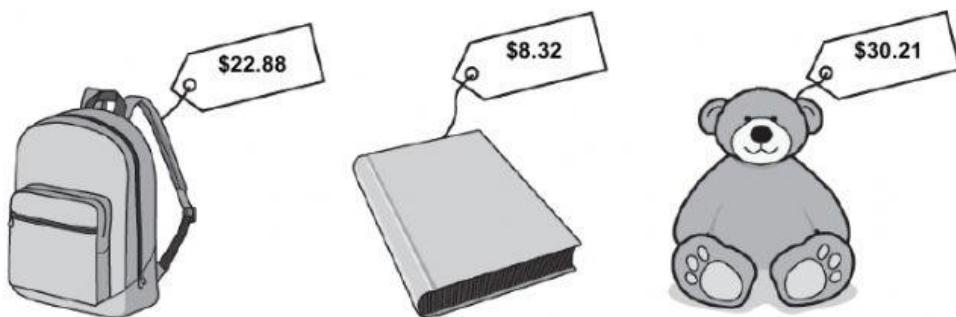
$$\underline{\square}$$

(b)

$$\underline{\square + (\square \times \square)} = 7$$

$$\underline{\square}$$

15. (a) Albita buys a backpack, a book and a teddy.



(a) How much does she spend altogether?

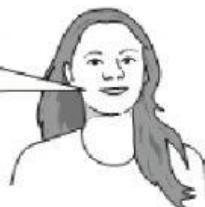
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(b) How much change does she receive from \$100?

\$

16. Mariana needs to solve the following statements about odd and even numbers, explain if she is correct or not on each statement.

I am thinking in two odd numbers
that sum up 64



17. Julian and Sara each choose a decimal.

They round their decimals to the nearest whole number

Write yes in the box where their whole numbers are the same.

Julián 1.9
Sara 1.2

Sara 2.6
Julián 2.3

Sara 5.5
Julián 5.7

Julián 8.6
Sara 6.8

18. Write yes in the box with the fraction that match each circled fraction to an equivalent fraction.

One has been done for you.

$\frac{1}{4}$	$\frac{2}{10}$
$\frac{1}{5}$	
$\frac{4}{4}$	$\frac{3}{4}$

$\frac{4}{8}$	$\frac{2}{6}$
$\frac{1}{4}$	
$\frac{5}{16}$	$\frac{4}{16}$

$\frac{2}{14}$	$\frac{2}{16}$
$\frac{1}{8}$	
$\frac{1}{6}$	$\frac{3}{8}$

$\frac{6}{16}$	$\frac{6}{12}$
$\frac{1}{2}$	
$\frac{4}{7}$	$\frac{3}{10}$

19. Write these numbers in order from smallest to largest. (paper 2 question 2)

2.32 2.84 2.54 2.14 2.48

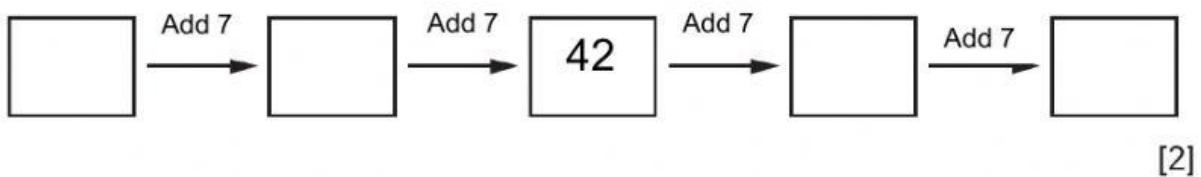
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smallest

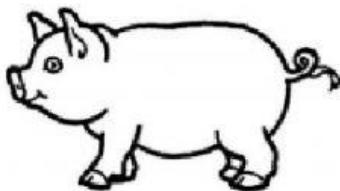
largest

20. Here is a number pattern.

Write the missing numbers in each box.



21. Write yes in the box with the most likely mass of the pig.



7kg

1000kg

120kg

0.7kg [1]

22. Here is a number sequence. It continues in the same way.

Write the missing numbers in the boxes.

(a)

, 14, 21, 28, 35, 42,

[1] T-GFE-09-V2

23. Felipe asks his friends to vote for their favorite flavor of crisps.

The tally chart shows their votes.

FLAVOUR	NUMBER OF FRIENDS
plain	
cheese and onion	
salt and vinegar	

(a) How many friends did Felipe ask altogether?

(b) Write yes in the box with of the pictogram that correctly shows the information in the tally chart.

 **REPRESENTS 4 FRIENDS**

plain	    
cheese and onion	  
salt and vinegar	    

 **REPRESENTS 1 FRIEND**

plain	      
cheese and onion	     
salt and vinegar	     

REPRESENTS 4 FRIENDS

plain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cheese and onion	<input type="checkbox"/>	<input type="checkbox"/>	
salt and vinegar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

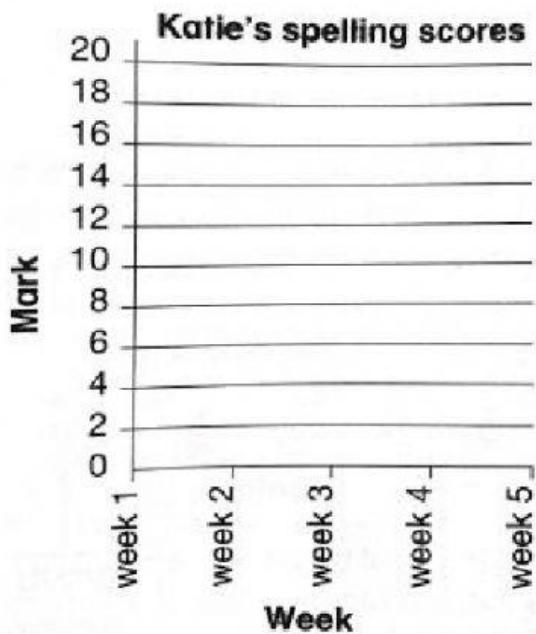
 **REPRESENTS 5 FRIENDS**

plain	  
cheese and onion	 
salt and vinegar	  

24. The table shows the scores achieved by Katie in her weekly spelling test.

Complete the time graph. Mark each point on the graph using a cross.

Then answer the questions.



WEEK	SCORE
1	10
2	12
3	10
4	12
5	16

(a) In which weeks were Katie's score the same?

(b) in which week did Katie achieve her highest score?